

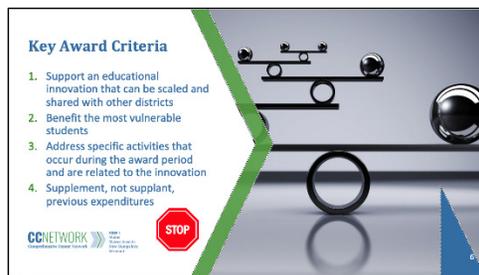


Pilot Development Companion Guide

The goal of this companion guide is to support the Innovation Team Leader(s) as they embrace the innovation learning and pilot development work that is addressed in this asynchronous module series. As outlined in the Innovation Journey RoadMap, team leader(s) lead the innovation team in your district. These leaders are required to participate in one of the various versions of the Innovative Mindset Pilot Development (IMPD) course—with this asynchronous online version being one of them.

The following activities align to the content of the Module Series 5 slides. Please provide the requested information in the activity space for the indicated slide(s). Font size will adjust automatically to allow for printing within the allowable space.

Module 5: Preparing for Innovation Expenditures



Slide 6: In reflecting on the key award criteria in the Slide 6 Activity Space, be sure to address the following questions:

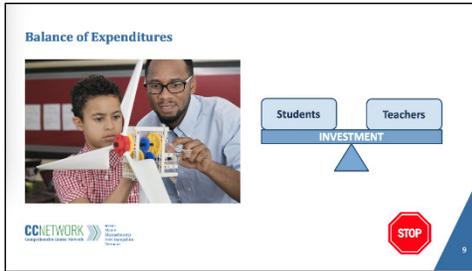
1. To what extent can your proposed innovation be scaled and shared with other districts?
2. How will you ensure that your proposed expenditures benefit the most vulnerable students? Which groups of students will your innovation most benefit?
3. Is your proposed innovation one that is new or that has been implemented only since the onset of the pandemic in March 2020?

Slide 6 Activity Space

1. To what extent can your proposed innovation be scaled and shared with other districts?

2. How will you ensure that your proposed expenditures benefit the most vulnerable students? Which groups of students will your innovation most benefit?

3. Is your proposed innovation one that is new or that has been implemented only since the onset of the pandemic in March 2020? (Please explain)



Slide 9: Respond to the following questions in the Slide 9 Activity Space to help ensure you are planning for a balanced investment in students and teachers:

1. To what extent are expenditures for teacher professional development “field initiated” and based on teacher observation of specific student needs that require changes in instructional practices?
2. If any expenditures are proposed for teacher professional development, how can you ensure that these will have immediate impacts on both the innovation and on student learning?

Slide 9 Activity Space

1. To what extent are expenditures for teacher professional development “field initiated” and based on teacher observation of specific student needs that require changes in instructional practices?

Slide 9 Activity Space (continued)

2. If any expenditures are proposed for teacher professional development, how can you ensure that these will have immediate impacts on both the innovation and on student learning?

Initiating, Growing, and Sustaining An Innovation

Action Steps to Incorporate into Planning:

- Collaborate with stakeholders
 - > Students
 - > Parents and family members
 - > School board members
- Community members
 - > Businesses, nonprofit organizations, and associations
 - > Subject matter experts
 - > Central office and business office staff
- Engage business partners
- Identify and leverage other sources of funding



CCNETWORK Center for Community Change



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Slide 22: Collaborating with key stakeholders from the start of your planning will ensure diversity of input and perspectives, which will help initiate, grow, and sustain your innovation. Identify these stakeholders in the Slide 22 Activity Space, and be sure to consider the following groups of key stakeholders:

- Students
- Subject matter experts
- Parents and family members
- Community members, School Board members
- Business owners and representatives
- Nonprofit organizations
- Associations
- Central office staff (including your business manager)

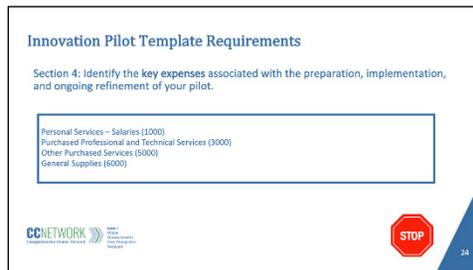
Slide 22 Activity Space

Use this space to identify key stakeholders to involve in planning your innovation and specific considerations for involving them.

<p>Students</p>	<p><i>How and when will you involve students in planning the innovation?</i></p>
<p>Subject Matter Experts</p>	<p><i>Which experts, if any, do you need to include in your planning?</i></p>
<p>Parents and Family Members</p>	<p><i>How will you facilitate input from parents and caregivers?</i></p>
<p>Community Members School Board Members</p>	<p><i>How will you involve members of the community who might be interested in the innovation?</i></p>

Slide 22 Activity Space (continued)

<p>Business Owners and Representatives</p>	<p><i>Which businesses can best contribute to planning for your innovation?</i></p>
<p>Nonprofit Organizations</p>	<p><i>Which nonprofit organizations do you want to involve in your planning?</i></p>
<p>Associations</p>	<p><i>Do you want to engage any professional or trade associations in your planning?</i></p>
<p>Central Office Staff</p>	<p><i>Which Central Office staff do you need to consult with as you plan your innovation pilot?</i></p>



Slide 24: To complete Section 4 of your Innovation Pilot Template, first review each of the following budget categories and consider the type of expenditures you are planning to propose. (The amounts below are included as examples only.)

- **Personal Services—Salaries (1000) and Employee Benefits (2000):** \$120,000 for teacher salaries and benefits
- **Purchased Professional and Technical Services (3000):** \$20,000 for construction services for an outdoor classroom
- **Purchased Property Services (4000):** \$15,000 for blended learning platforms for students
- **Other Purchased Services (5000):** \$5,000 for employee travel for professional learning conference to support the innovation
- **General Supplies (6000):** \$5,000 for career and technical education supplies
- **Property (7000):** \$25,000 for career and technical education machinery
- **Miscellaneous (8000):** \$4,000 for student field trips

Be sure to get feedback on these expenditures from your district business office prior to completing this portion of your template, which should include a brief narrative of your proposed expenditures for each year of your innovation. Use the Slide 24 Activity Space to describe and estimate your expenditures by budget category.

Slide 24 Activity Space

Use this space to describe and estimate your expenditures by budget category.

Budget Category	Year 1 Expenditures	Year 2 Expenditures
Personal Services—Salaries (1000) and Employee Benefits (2000)		
Purchased Professional and Technical Services (3000)		
Purchased Property Services (4000)		

Budget Category	Year 1 Expenditures	Year 2 Expenditures
Other Purchased Services (5000)		
General Supplies (6000)		
Property (7000)		
Miscellaneous (8000)		

Post-Module

Use your responses to the activities in this companion guide to respond to the reflection questions required for the full module series in EnGINE.

1. What specific resources (money, time, personnel, space, transportation, collaborators, etc.) are you going to need to initiate this pilot?

2. Which of these expenses are startup expenses, and which would be considered ongoing expenses for continued implementation beyond the grant award?

References

- Backus, T., Batista, I., & Towers, D. (2020). *Financial accounting for local school systems in Maine: 2021 edition*. Maine Department of Education. <https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/2021%20Maine%20School%20Financial%20Accounting%20Handbook%2015Sept2020.pdf>
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- Maine Department of Education. (n.d.) *Contact an Education Service Center*. <https://www.maine.gov/doe/schools/embrace/contact>
- Maine Department of Education. (n.d.). *Maine Learning and Technology Initiative (MLTI 2.0)*. <https://www.maine.gov/doe/Learning/LTT/MLTI/2.0>
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